

**THE USE OF ALICE IN WONDERLAND ILLUSTRATED  
VERSION AS NARRATIVE MATERIAL TO IMPROVE  
STUDENTS' READING COMPREHENSION**

*(Pre-Experimental research at MTs Muhammadiyah Tallo)*



ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2021

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Narrative Material to Improve Students' Reading  
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30/11/21	Perbaikan Perbaikan chapter 3		Uf
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29/12/21		Ok All Pelajari sebelum ujian	Uf

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## MOTTO

**Win Without Bragging and Lose Without Complaining**





## ABSTRACT

**Khusnul Khatima Winda Pratami, 2021.** *The Use of Alice in Wonderland Illustrated Version as Narrative Material to Improve Student's Reading Comprehension ( Pre-Experimental at Eight Grade of MTs Muhammadiyah Tallo)* under the thesis of English Education Department, The Faculty of teachers Training and Education, Muhammadiyah University of Makassar, supervised by Umami Khaerati Syam and Awalita Azis.

This study aimed to explain that students' reading skills can be improved by using the story Alice in Wonderland Illustrated Version. This study used pre-experimental research methods. The researcher focused on students' reading comprehension by using the illustrated version of Alice in Wonderland in class VII MTs Muhammadiyah Tallo. The population in this study were students of class VIII MTs Muhammadiyah Tallo. The number of samples is 21 students and used purposive sampling technique. The researcher used the test as an instrument. And the data collection technique used pre-test and post-test.

The result of the data analysis through the reading test also showed that the mean score of pre-test was 76.19 and post-test was 86.67, while the standard deviation of pre-test was 10.713 and post-test was 6.583. There was significant difference of students' reading comprehension before and after taught using the illustrated version of Alice in Wonderland. It could be proven by the value of t-test (5.966) was higher t-table value (2.086). This means that the use of the illustrated version in Alice in Wonderland can improve students' reading comprehension.

**Keywords :** Reading Comprehension, Illustrated Version, Narrative Material

## ABSTRAK

**Khusnul Khatima Winda Pratami, 2021.** *Penggunaan Alice in Wonderland Illustrated Version sebagai Bahan Narasi untuk Meningkatkan Pemahaman Membaca Siswa (Pra-Eksperimen di Kelas Delapan MTs Muhammadiyah Tallo)* di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Ummi Khaerati Syam dan Awalia Azis.

Penelitian ini bertujuan untuk menjelaskan bahwa kemampuan membaca siswa dapat ditingkatkan dengan menggunakan cerita Alice in Wonderland Illustrated Version. Penelitian ini menggunakan metode penelitian pra-eksperimental. Peneliti fokus pada pemahaman membaca siswa dengan menggunakan Alice in Wonderland versi ilustrasi di kelas VII MTs Muhammadiyah Tallo. Populasi dalam penelitian ini adalah siswa kelas VIII MTs Muhammadiyah Tallo. Jumlah sampel 21 siswa dan menggunakan teknik purposive sampling. Peneliti menggunakan tes sebagai instrumen. Dan teknik pengumpulan datanya menggunakan pre-test dan post-test.

Hasil analisis data melalui tes membaca juga menunjukkan bahwa nilai rata-rata pre-test adalah 76.19 dan post-test adalah 86.67, sedangkan standar deviasi dari pre-test adalah 10.713 dan post-test adalah 6.583. Ada perbedaan yang signifikan dalam pemahaman membaca siswa sebelum dan sesudah diajarkan menggunakan versi ilustrasi Alice in wonderland. Hal ini dapat dibuktikan dengan nilai t-test (5.966) lebih tinggi dari nilai t-tabel (2.086). Artinya penggunaan versi ilustrasi dalam Alice in wonderland dapat meningkatkan pemahaman membaca siswa.

**Kata kunci :** Pemahaman Membaca, versi Ilustrasi, materi narasi

## ACKNOWLEDGEMENT

Praise be to Allah, the Most Gracious, the most Merciful. Praise and gratitude to Allah SWT who has given strength and guidance to the researcher so that this thesis can be completed properly. Sholawat and greetings may be poured out to Prophet Muhammad SAW, his family, relatives and all his followers.

The researcher expresses her deepest gratitude to her beloved parents, to her beloved father Sahir and her beloved mother Sridadi Bunga, and also to her two younger siblings Trie Rezki Aenulliah and Qonitah Oudsiyyah who always gave encouragement, motivation, and support. Without them, I am nothing.

There are several people who have been very helpful and supported me from the very beginning of my studies until it was achieved. To all of them, I would like to express my sincere thanks and appreciation for their direct and indirect contributions. At this precious moment, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Ambo Asse, M.Ag. Chancellor of Muhammadiyah University Makassar.
2. Erwin Akib, S.Pd., M.Pd., Ph.D. Dean of the Faculty of Teacher Training and education.
3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. Head of English Education Department of FKIP, University of Muhammadiyah Makassar.
4. The researcher expresses his deepest appreciation and gratitude to Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the first consultant and Awalia Azis, S.Pd., M.Pd. as second consultant who has given their valuable time and guidance to complete this thesis.
5. Thank you to all lecturers of FKIP Universitas Muhammadiyah Makassar especially the Department of English for his guidance during his studies.



6. Thank you to my beloved classmate, High Fliers Class English Education Department, thank you for your support, motivation and always sharing many things.
7. Thank you to my dearest friends on campus and in high school, to Syahrani Ramadani, A. Rahmawati, Andi Nur Reski, Bau Sarah Samirah, Mustika, Andi Eliza Dian Sasmita, Jovanka Resky Mattalitti, Itha Permatasari Ramadhani, Wahyuni Wahid and Reskiwaty who have accompanied me through my difficult and happy times so far, have encouraged and motivated me, and lastly to my dear older sister who always helped me finish my thesis and continued to encourage me. Thank you for your kindness, love, and affection during this time.
8. Finally, the researcher would like to thank profusely to all parties who have given advice, direction, and direction to complete this thesis.

The researcher realized that this thesis still have not been perfect yet. Therefore, a constructive criticism will be appreciated. May Allah bless us forever. Amin.

Billahi Fii Sabilil Haq Fastabiqul Khaerat

Makassar, November 2021

The Researcher

Khusnul Khatima Winda Pratami

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## CHAPTER I

### INTRODUCTION

#### A. Background

In learning English, there are four main skills that will be the focus for students to achieve, one of which is Reading. Reading is an activity carried out by a person to absorb information and to understand the contents of the reading. Reading is also a quick process for readers to combine information from text and According to Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader using various strategies to reconstruct the meaning assumed by the author intended, based on data from the text and from the reader's prior knowledge.

Syatriana (2010) states that learning to read refers to reading for meaning or understanding. Reading the meaning is basically an attempt to understand the text. That involves a number of metacognitive activities from monitoring comprehension. Olviyanti (2015) states that reading is a physical and mental activity to reveal meaning from written text, while in that activity there is a process of recognizing letters a physical activity because parts of the body, especially our eyes, do it

Reading comprehension is a level of text comprehension. The ability of how students process text and understand its meaning. This understanding comes from the interaction between words which are written, and how they trigger knowledge outside the text meaning that the file reader knows the meaning of each sentence can identify the main idea and be able.

Paris in Middleton (2011: 10) claims that reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex processes which includes language, word reading, word knowledge, and fluency.

In this case, reading is very important for everyone, especially for students when learning English. Increasing reading will really help students to remember the vocabulary in the reading, but this will be very boring for students when what is in the book is only there is only reading content, this will reduce students' reading interest. To help increase students' reading interest, the teacher must provide something interesting and skilled at the time of teaching this will help students to be more interested in learning English, one way that teachers can use is to use an illustrated version in the reading text. Version of the illustration according to Putra and Laksono (2012) Illustration in a book aims to explain or decorate a story, writing, poetry, or other written information, with the help of visual the writing is easier to understand.

Regarding the explanations from several experts above, it is concluded that reading is a form of activity that is carried out by someone to sharpen the brain to better understand the content of the text and broaden horizons, especially by using the illustrated version, it will help in the process of students' reading comprehension. The researcher raised this title for research because it was inspired by one of the schools in Makassar during an internship 3, students at the school complained to the researcher that learning



English was very difficult, because the way to read it was difficult to pronounce and the contents of the reading were difficult to understand, especially when teaching narrative material. . Therefore, the researcher wants to help students at MTs Muhammadiyah Tallo to improve their reading comprehension by using the illustrated version of the reading text. picture. In this case, the researcher will focus on what will be studied, namely "the use of the illustrated version of the Alice in Wonderland story as narrative material to improve students' reading comprehension". The researcher used one sample story to teach Narrative Materials to help students improve their reading skills. In fact, motivation has a strong effect on the success or failure of students in learning English. The important role in generating and maintaining student motivation lies with the teacher himself and that fact should not be ignored; on the contrary, it must be considered for the sake of the desired outcome.

#### **B. Problem Statement**

Based on the background above, the researcher formulates the questions of problem as follow:

1. Is there any significant difference before and after teaching narrative material at MTs Muhammadiyah Tallo for 8<sup>th</sup> grade students using the illustrated version of Alice in Wonderland ?

2. What are the advantages and disadvantages of using Alice in Wonderland Illustrated version as a medium in teaching narrative reading comprehension ?

### **C. Objectives of the Research**

The objective of the Research is:

1. To find out whether there is a significant difference of students' before and after teaching narrative material at MTs Muhammadiyah Tallo for 8<sup>th</sup> grade students using the illustrated version of Alice in Wonderland.
2. It aims to find out the advantages and disadvantages of using Alice in Wonderland as an illustrated version.

### **D. Significances of the Research**

This research is mainly to determine whether there are significant differences before and after taught the use of Alice in Wonderland illustrated version as narrative material to improve students' reading comprehension. The result of this research are expected to provide several advantages which are classified as follow.

This research is expected to provide a good understanding about The Use of Alice in Wonderland Illustrated Version as Narrative Material to Improve Students Reading Comprehension. The result of the research is expected to be significant considerations in comprehending with narrative text. In addition, this study also sharpens the inquiry of the researcher in doing research.

For the teachers, this research will provide information about The Use of Alice in Wonderland Illustrated Version as Narrative Material to Improve Students Reading Comprehension. It is expected to help teacher to know further what the students' needs in their Reading Comprehension.

#### **E. Scope of the Research**

In this thesis, the researcher needs to limit the analysis in order to be more focused. The researcher focuses on the use of Alice in Wonderland illustrated version as narrative material. The results of this study were to determine the students' ability to improve reading comprehension.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

According to Nurul (2007) with the research title "The Use of Beauty and Beast Illustrated Version as Narrative Reading Material" The results showed that the group students experienced better average score development than the control group students in the reading comprehension test. The difference in the development of mean scores was statistically significant at the alpha (0.05) significance level. It was found that there were significant differences between those who taught using the illustrated and non-illustrated versions. This difference is also indicated by the average development score. The class that used the illustrated version as narrative reading material experienced a better average score increase compared to the class that did not use the illustrated version. This is indicated by the difference in the mean value of the pre-test and post-test results of the two groups. The mean scores of the pre-test and post-test of the experimental group were 76.09 and 90.91. While the mean scores of the pre-test and post-test of the control group were 76.51 and 84.91. From these scores it is known that the difference in the scores in the group indicates an increase in reading ability. Thus it can be ignored that the illustrated version of narrative reading learning contributes to students' Reading.

Itsna (2013). Her research is "The Effectiveness of Using Illustration Image Media against Student Activities and Learning

Outcomes." The results prove that there is a significant difference between learning using illustration image media and those not using illustration image media. This is evidenced by the average value of learning outcomes in the experimental class, namely 81.93, while in the control class, namely 76.99. This is also proven by the calculation of the independent sample t-test using SPSS version 17, the value of  $t_{count} > t_{table}$  is  $2.142 > 2.018$  and a significant value is less than 0.05, namely 0.038. The average student learning activity using illustration image media was 80.57%, while the average activity in the control class was 71.48%. Based on these results it can be concluded that the use of illustration image media is proven to be effective in increasing student activity and learning outcomes in illustration drawing material.

In connection with the results of the researchers above that the use of appropriate and interesting media is to use the illustrated version, the use of the illustrated version is very helpful to attract students' reading interest. What can be learned from the use of attractive and appropriate media will provide an easier and clearer explanation. The use of this version in teaching narrative material will help students improve their reading comprehension and motivate students to learn English.

Thus it can be concluded that statistically hypothesis H1 is accepted and statistically hypothesis H0 is rejected. This means that the Alice in Wonderland Illustrated Version material as a narrative material in learning can improve students' reading comprehension.

## B. The Concept of Reading

### 1. Definition of Reading

According to Yunus (2012) reading is activity in order to obtain information conveyed in reading material. The reading product is the result of the reading process, which is an understanding of the reading content. Plani (2012) states that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. Zare (2013) argues that reading comprehension has semantics of the text, that reading is a complex cognitive activity that reading is only to is crucial for adequate functioning and for obtaining learn new vocabulary pronunciation of each word.

Pang in Eka (2015) States that the help improve knowledge of written texts, the process of understanding words, sentences and related texts will be explained. Readers use other strategies to get word-for-word meanings using background knowledge and experience with the text. Furthermore, Goodman in Bojovic (2010) states that reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentences. Readers make use of their existing background knowledge to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known.



Regarding the explanation of reading above, it can be concluded that a writer's ideas are a cognitive process through interpretation which is influenced by the reading process that is the background of language, cultural framework and past experiences.

## 2. The Process of Reading

There are eight processes in reading in Burns (1992), namely :

- a. Sensory Process: means the printed visuals of observing symbols.
- b. Perceptual Process: A word or symbol that describes what they see.
- c. Sequential Process: means words written to follow a linear, logical pattern grammar.
- d. Experiential process: means giving meaning to words to relate the word with direct experience.
- e. Thought process: Evaluating thought processes and making conclusions.
- f. Learning Process: Remember new ideas and facts from what they have learned.
- g. Association Process: recognizing between symbols and related words between words and what they represent.
- h. Affective Process: means dealing with a constructive process to unify a person's interests and attitudes that influence the reading task and bring them together to understand the material.



### 3. Purpose of Reading

The main purpose of reading is as a tool to find information in the reading text, but sometimes readers also do not understand what the reading is because they do not pay attention to the meaning implied in the reading, as we know that one source of information is in the book. So when reading, you need to pay attention to what the reading means.

In order to read the English text properly and correctly the reader must have a goal in mind before reading the text. Good and correct reading always aims at an activity. Then, reading objectives are developed into the development of various types of reading.

Related to this, Clark (2015) argue that the purpose of reading in class should be the same as real life. Because activities in the classroom must be as close to the real world as possible, the methods and materials must focus on the message, not the medium.

Because each type of reading will determine the achievement achieved after reading.

(1) skimming (to get an overview from the author), (2) scanning (to get certain facts or information), (3) intensive or thorough reading (to get a comprehensive understanding of the reading text, in this case reading for details), and (4) critical reading (to evaluate information to determine where it fits into one's belief system) these are four types of reading according to (Clarke et al, 2015).

The main path of learning is through reading. However, if we don't understand what we read, we can't learn or remember it. Understanding is a major concern, then, of all teachers who use printed material in class in (Maryam, 1991).

#### 4. Kinds of Reading

Indriati (2019) stated that reading aloud, reading silently, and reading correctly are among the various classes of reading.

##### a. Read aloud

Reading aloud is aimed at practicing our habits, the experience students get as much as possible will be very useful later, because the more sharpened, the better

##### b. Silent reading

Reading in silent mode can help to focus more and encourage the reader to know the meaning of each word and be able to draw conclusions from an idea about what has been read. Reading this silent mode will also lead the reader to a better understanding and more critical reading.

##### c. Speed Reading

The speed of reading stories aims to improve students' skills, this will be very important for students because the type of reading with the reading speed also depends on the type of story or narrative chosen, there will be a significant difference between speed reading and reading scientific material

d. Oral reading

In oral reading, a reader vocalizes the printed words one by one. So, a reader who does oral reading can practice and try to improve his pronunciation, stress and intonation. In oral reading the students will get experience in producing the sound which should be practice as many times as possible.

**C. The Concept of Reading Comprehension**

**1. Definition of Reading Comprehension**

Reading comprehension is a process that derives meaning from the reading. This is a dynamic process that requires active involvement with the text so that the reader gets meaning from what is being read. According to Wassman (2016) states that to understand all printed materials in English, high reading ability is very important without which information cannot be understood.

According to Lanz, reading comprehension is the process of constructing the meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer.

The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

According to Yee (2010) Hoover and Gough states that reading comprehension can be understood as the process through which the

recognized words are transformed into a meaningful idea. It is a complex process that requires the activation of numerous cognitive skills (Kintsch, 1998).

According to Pang in Eka (2015: 13) to help improve knowledge of written texts, the process of understanding words, sentences and related texts will be explained. Readers use other strategies to get word-for-word meanings using background knowledge and experience with the text.

Regarding the explanation above, it is concluded that reading comprehension is the ability to read to understand the meaning of a text. The essence of reading comprehension is understanding all the information conveyed by the author, so what we get from reading is the increased insight of our knowledge when understanding the contents of the reading. It also refers to the ability to connect between words in a text, to understand ideas and the relationship between the ideas conveyed in a text.

## 2. The Strategies in Teaching Reading Comprehension

According to Burns (1992) in his book, classifying a technique in helping students to understand a text includes seven types of questions that are useful for helping understanding in a text when teaching reading, namely :

- a. Main Idea : Identify the central theme of the selection with the help of the children



b. Details : Causal relationships, conclusions and so on are constructed to state explicitly the part that contains a paragraph aided by the information conveyed by the material. Certain sections that contain basic information in detail are part of the main idea.

c. Vocabulary : Ask the that means of the phrases used within side the selection

d. Sequence : The events require knowledge of the events

e. Inference : Information stated in the material is implied but not stated directly

f. Evaluation : Request an evaluation of the fabric

g. Creative Response : Ask the kids to move past the fabric and create new thoughts primarily based totally at the thoughts theyve read.

There are a lot of strategies for reading comprehension. Pourhusein (2016) also explains several strategies for reading comprehension, those are:

a. Activating and using background knowledge

In this strategy, readers activate their background knowledge and apply it to aid them comprehend what they are reading. This knowledge consist of individuals' experiences with the world together with their concepts of how written text work, involving word recognition, print concept, word meaning, and how the text is formed (Anderson and Pearson in Pourhusein, 2016).

b. Generating and asking questions

In this strategy, readers ask themselves pertinent questions in reading the text. This strategy assist readers to combine information, recognize main ideas, and summarize information.

c. Making inferences

In this strategy, writers do not always provide full information about a topic, place personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information of the text with their previous knowledge. Through this process, readers can improve their skills to make the meaning.

d. Predicting

In this strategy, the reader is able to gain meaningful benefits from the textual content with the help of making extensive guesses. Readers who successfully follow forecasting to make their current expertise into new facts from textual content to achieve that meaning from what they read.

e. Summarizing

Summarizing is a great method that allows readers not to quickly forget textual content. In this method, readers may find out about the structure of textual content, about what is great in textual content, and how evaluations relate to one another.

f. Visualizing

Based on Pressley (2016) Reader could make intellectual photograph of a textual content to understand manner they face at some stage in reading. This ability suggests that a reader perceives a textual content, readers who shape a intellectual photograph as they examine are higher capable of do not forget what they have got examine than folks who do now no longer photograph.

g. Comprehension monitoring

In this strategy, readers have the capacity to recognize after they have understood what they have read, after they no longer understand, and use appropriate techniques to improve their understanding.

3. Levels of Reading Comprehension

There several levels of reading comprehension that classified in Imayani (2019) as follows:

a. Literal reading

Literal reading refers to the acquisition of meaning ideas or information that is explicitly stated on the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal was given, and following instructions. These skills, specially the first two are scanning skill.

b. Interpretative reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. It is mentally exploring and taking position in relation to the facts and related details. When the reader does this, he is inferring.

c. Critical reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness and timeliness. The reader must be an active reader, questioning, searching for fact, and suspending judgment until he or she has considerate all the material.

d. Creative reading

Creative reading involves going beyond the material present by the author, creative reading requires the readers to use their imagination in creative solution to those by the writer.

**D. The Concept of Comprehension**

1. Definition of Comprehension

According to National Reading Panel (2000), comprehension is one of the five key components of essential reading instruction. Comprehension involves constructing meaning from reading traditional text in print form (books, papers, magazines), from listening to others



read or from viewing text in one of the many media available in our world today.

Comprehension is the ability to understand and get meaning from spoken and written language (National Institute for Literacy [NIFL], 2001). Comprehension is comprised of a complex process involving knowledge, experience, thinking, and teaching (Fielding & Pearson, 1994). Therefore, effective comprehension instruction is necessary to help students understand, remember, and communicate with others about what is read to them and what they read (NIFL, 2001).

Broadly, as cited in Pourhusein (2016) according to RAND Reading Study Group (2002), comprehension is the process of eliciting and making meaning through interactions and involvement with written language. McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Regarding the explanation above, it can be concluded that understanding is a process of connecting new information in the text with information known to the reader. It is very clear that understanding is more than just reading words. This needs to engage the reader in

making problem-solving decisions, and use background knowledge in an effort to understand the passage.

## 2. The Types of Comprehension

There are four types of understanding stated by Burns (1992), namely :

- a. Literal comprehension way absorb thoughts which might be immediately said. Recognizing said most important thoughts, details, reasons and effects, and sequences is the premise of literal comprehension, and an intensive information of vocabulary, sentence which means, and paragraph which means is important.
- b. Interpretive comprehension approach study among the traces or making inferences. It is the procedure of deriving thoughts which can be implied in preference to without delay stated.
- c. Critical comprehension approach comparing written fabric – evaluating the thoughts determined within side the fabric with recognized requirements and drawing conclusions approximately their appropriateness, accuracy and timeliness.
- d. Creative learning includes passing through the fabric offered through the writer. It asks readers to make assumptions as they read, as well as important analysis, and also asks them to apply their imaginations.

## **E. The Concept of Narrative Text**

### **1. Definition of Narrative Text**

According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience.

Narrative text is one of the styles taught to class XI students. According to Anderson (1997) narrative can be defined as textual content, telling a story and, thus, entertaining or informing the reader or listener. Meyers (2005) argues that narrative is one of the maximally effective approaches in talking with other Anderson in which photo organizer techniques are used to train narrative text content in senior universities through Dwi Noviansari, it is necessary to inform about an event or target market, can be found interesting. We can even think of our narrative as a film where the target market sees humans moving and listening to them speak. Therefore, it must be precise and clear, some powerful ways to organize the listening program are arranged in order.

From the explanation by the experts above, it is said that a narrative text is telling about something interesting which aims to entertain the reader. When we use narration and tell our friends about

ancestral stories about something interesting that happened to us at school or in an interesting place.

## 2. The Generic Structure of Narrative Text

Anderson and Anderson stated that narrative text is a generic structure consisting of orientation, complication, sequence of events, resolution and coda. For a more detailed explanation, it will be stated below:

a. Orientation: The reader is introduced to the main character and possibly some minor characters where the characters, setting, and story time are set in the introduction. Who usually answers? When? Where? For example: Long time a go. Several indications are usually given of where the action took place and when it occurred.

b. Complication : To achieve their goals this complication will involve the main character, when we expect a Complication that is driven by serious events there will be a problem where usually a lot of unexpected things will happen and that will be the interesting point of a complication.

c. Resolution : This section is the end of the story which is a solution to the problem that occurred. Problems can be solved for better or even worse which will make the story end a happy ending or sad ending. In this section there are several resolutions in the form of other problems to solve. Usually, there are various types of



resolutions, one of which is mystery or horror. But usually the ending is rarely left undone. It is deliberately created by the author to increase and maintain one's interest and tension for the reader.

- d. Re-orientation : Re-orientation, which is an optional closure, Anderson uses the graphic organizer method to teach narrative text in high school by Dwi Noviansari. The author also sometimes delivers the content in the re-orientation section. As for the parts, namely advice, morals, and teaching.

Regarding the explanation of the generic structure, it shows that there are several structures in the narrative that must be considered because to build the characteristics of a narrative one must have an opening paragraph to introduce the narrative subject.

## **F. The Concept of Illustrated Version**

### **1. Definition of Illustrated Version**

An illustrated image version is used to explain or tell an event or events (Soepratno 1984). Explain or explain a good written text to be readings, stories, news, articles and others so that the meaning is easy to understand it's contents (Sumanto, 2006). The illustrations have several versions advantages, including the price is relatively cheap, easy to get, easy used, can clarify a problem, be more realistic, help overcome limited observations, and can overcome the limitations of space (Basuki and Farida, 2011).

## 2. Benefits of using the Illustrated version

a. The illustration function has many explanations that we will delve deeper into and dig up all the information to help us understand the implied meaning of an article :

1) Illustrations can be used to attract the reader's attention, because the illustrated version provides a detailed description of the content of the work. One of the most common examples that make readers curious about the content of the story or the information in a text is a magazine or book.

2) With this illustration will help understanding the article, read the article in detail will help and facilitate us to find the meaning of the article.

3) Illustrations can also be distributed to people who like to draw, this version can help creators or people to express their feelings, not only verbally expressing them but can be channeled through this illustrated version.

4) A story that is explained in short writing or in a comprehensive manner.

5) Illustrations make it easier for someone to interpret the message they want to convey to others, an image or writing will also have an aesthetic value increase if using this version.

6) Another benefit of using illustrations is that they can describe in general as a means of communication.

- 7) Articles will not be bored to read when providing entertainment or interesting things.

### 3. Advantages and Disadvantages of Illustrated Version

#### a. Advantages

The advantages of using the illustrated version (Yustina, 2011):

- 1) Concrete nature, more realistic pictures show the main problem than mere baldness.
- 2) Pictures are able to overcome the limitations of location & time, not all objects, objects or events can be brought to class, and children cannot always be brought to these objects or events.
- 3) Media images are able to overcome the limitations of our observations. For example, cells or cross sections of leaves that we cannot see with the naked eye will be presented clearly in the form of images.
- 4) Pictures can clarify a problem, in any field and for all age levels, so that it will prevent or correct misunderstandings.
- 5) Images are cheap and easy to obtain and can also be used without the need for special equipment.

#### b. Some of the disadvantages of the illustrated version (Yustina, 2011):

1. The picture only emphasizes the perception of the eye senses.

2. Images of objects that are too complex are less effective for learning movement.
3. The size is very limited for large groups.

#### G. Conceptual Framework

The conceptual framework of this research can be describe as in the following:

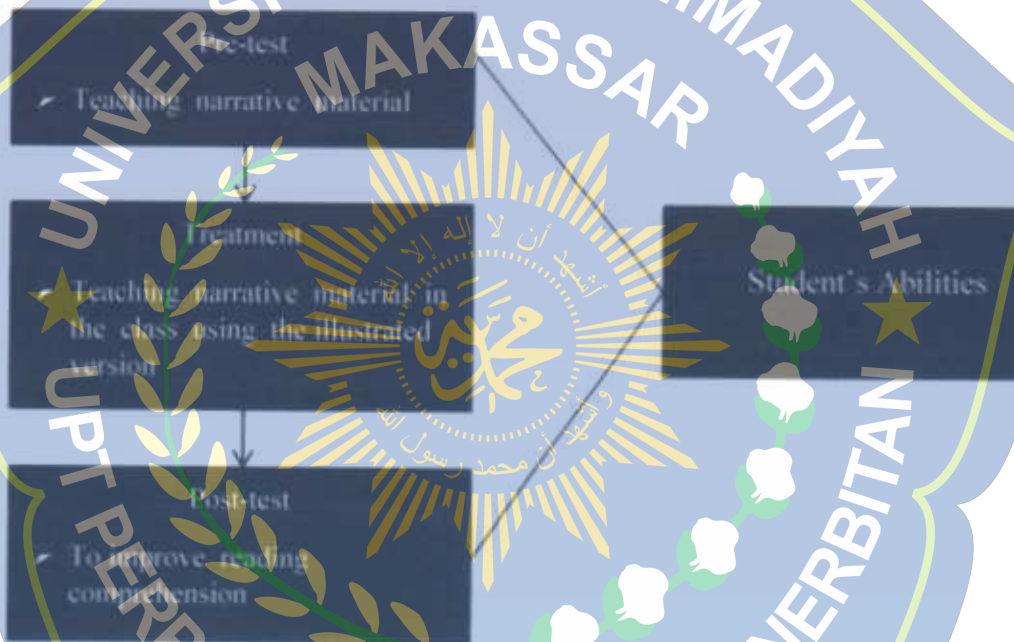


Figure 1.1 : Table of Conceptual

1. Pre-test : The Pre-test is an initial activity to test students' level of knowledge in understanding reading comprehension which will be conveyed through narrative material.
2. Treatment : Refers to the treatment of teaching narrative text using the illustrated version.



3. Post-test : Refers to the result using the illustrated version in teaching narrative text in order to improve students' abilities.

#### H. Hypothesis

Related to the above review, the hypothesis can be formulated as follows:

H1 : There are significant differences before and after teaching narrative text using the illustrated version of the Alice in Wonderland story.

H0 : There is no significant difference before and after teaching narrative text using the illustrated version of the Alice in Wonderland story.

## CHAPTER III

### METHODOLOGY

#### A. Research Design

This type research was applied pre-experimental method with one group pre-test and post-test. This design involved one group that was carried out pre-test (X1), expose to treatment (X), and post-test (X2). It was aim at obtaining the concept account whether or not first aid in English system method develop the students' reading ability.

The design is present as follows:



Where :

O1 : pretest

X : treatment

O2 : posttest

Gay (2006)

## **B. Population and Sample**

### **1. Population**

The population of this research was Eight Grade Students of MTs Muhammadiyah Tallo of academic year 2020/2021. There are three classes in grade Eight namely VIII 1, VIII 2, and VIII 3 each class consist of 21 students. It means the total amount of the population is 63 students.

### **2. Sample**

The researcher applied Purposive Sampling Technique. The researcher choose one class namely VIII 3 consist of 21 students.

## **C. Research Variables**

### **1. Independent variable**

The independent variable was introduced in the experimental group. The independent variable in this study was the method of illustrated version as narrative text by using Alice in Wonderland.

### **2. Dependent Variable**

The dependent variable was a responded variable or output. The dependent variable in this research was the students "achievement in the test score".

## **D. Instrument of the Research**

In this research, Reading test were option as an instrument for collecting data. The tests were formed in three parts. They were a pre-test, treatment and post-test :

### 1. Pre-test

Assessment with the pre-test procedure was a form of question, which the teacher throws at the student before starting a lesson. The question asked was the material that would be taught that day (new material). This question was asked by the teacher at the beginning of the lesson. The benefits of holding the pre-test were to determine the students' initial abilities regarding the lessons delivered. By knowing these students' initial abilities, the teacher was able to determine how to deliver lessons that were taken later.

### 2. Treatment

After being given a pretest and considered commensurate, the next step was to do the treatment. Pre-test, post-test, and the experimental group studied students' reading comprehension. The treatment in the experimental class used an instrument in the form of an explanation of reading comprehension, about the narrative text and one example of the narrative text that I used here was the story of Alice in Wonderland. In this study, in the treatment study, there were 4 meetings, each meeting was held 2x45 minutes.

### 3. Post-Test

The assessment was by means of a put-up check in the form of questions that can be given after the material was submitted. In other words, the effect of the initial examination of the last assessment of the cloth taught that day was given through the instructor with the aim of



whether the scholars had recognized and recognized the cloth that was given just like that. The advantage of maintaining this check was to have an outline of the competencies performed after transporting the lesson. The effect of this post-test was compared with the effect of the pre-check that has been done which would know how the impact or impact of the coaching has been carried out, and at the same time. It could be seen which components of coaching materials were still not fully understood by students.

#### **E. Procedures of Collecting Data**

The procedures of collecting data describe as follows:

The procedures of collecting data this data was how the researcher explained the procedure of how to use the illustrated version of Alice in Wonderland's story as a narrative text to improve students' reading comprehension. So, to find out the result of the research, the researcher used the following steps :

##### **1. Pre-Test**

Before doing the treatment, students were given a pre-test in the form of multiple choice questions as many as 10 numbers to determine the extent of students' reading comprehension if given an example of a narrative text story without an illustrated version. The purpose of the pre-test was to determine the initial condition of the students, the extent to which students understand the reading.

## 2. Treatment

### a. The First Meeting

As a first step, the teacher explained the related material that was to be used as a tool during the teacher's learning process. So at this stage, the teacher informs students about the title of the material to be taught, namely narrative text as material for learning at the next meeting.

### b. The Second Meeting

The second meeting, the teacher began to discuss the material that had been delivered at the previous meeting, namely narrative text. At this meeting, the teacher explained the meaning of narrative, types of narrative text, general structure of narrative text and so on.

### c. The Third Meeting

After that, the teacher gave an example of narrative text by using the illustrated version.

### d. The Fourth Meeting

The teacher was evaluated by students about what had been explained by the teacher.

## 3. Post-Test

The post-test was given to evaluate the effectiveness according to the title of the research being researched by the researcher itself to find out students' reading comprehension in learning narrative material.

F. Data Analysis

In analyzing the data, the researcher applied some steps as follows :

1. Score :  $\frac{\text{the correct answer}}{\text{total number of items}} \times 100$

(Sudjana in Yasin, 2010)

2. Classifying the score of the students into the following criteria

In order for the raw scores to become more meaningful, they should be convert to numerical data, which has been process to the scale of 0 to 100. Then, the process scores could be used as a basis to make decisions. If all the students" scores to arrange from the high to the low, it would be easier to know the position of a student in his/her group.

No	Score	Mark
1	Score 96-100	Excellent
2	Score 86-95	Very good
3	Score 76-85	Good
4	Score 66-75	Fairly good
5	Score 56-65	Fairly
6	Score 36-55	Poor
7	Score 0-35	Very poor

(Depdikbud, (2017:21 )

3. Using SPSS (Statistics Product and Service Solution) determine the students' value.
4. Calculating the mean score of the students' test by using SPSS.
5. Finding the percentage increase in students' reading comprehension of the illustrated version of Alice in Wonderland as narrative material by using SPSS.
6. To find out significant different between the pre-test and post-test by calculating the value of test using





CHAPTER IV

FINDINGS AND DISCUSSION

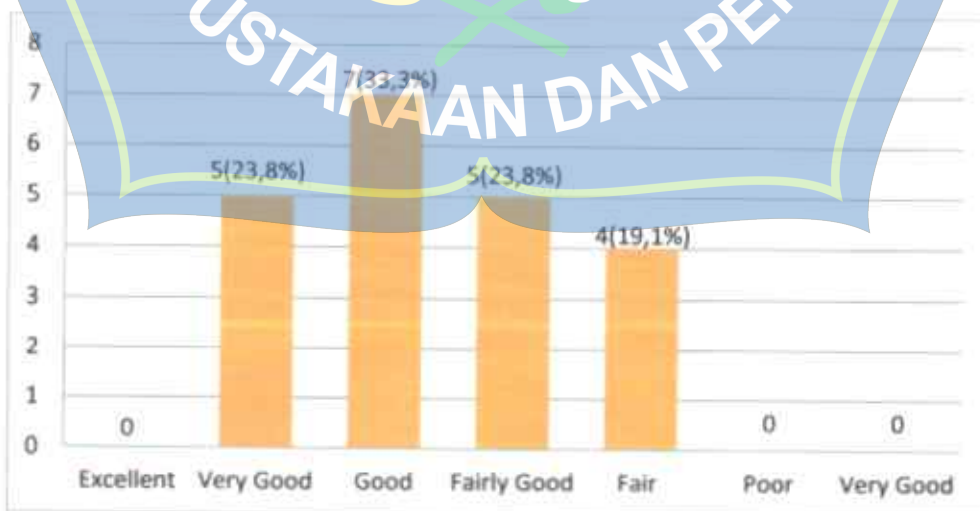
A. Findings of the Research

The findings of the research covered the result of the data collected through answer-question that consists of 10 questions from multiple choice reading comprehension in pre-test and post-test. The content of the test was similar with different weight. The students answered those questions based on their comprehending in the text.

1. The analysis of the score of Pre-test

The pre-test has been done to measure the basic competence of student reading comprehension by using Alice in Wonderland Illustrated Version. The first, the researcher tabulated the students' raw score and second, determined the quality of the student' score into the rate percentage and score classification as follows :

The Classifications and Rate Percentage Of Students Prefest



The table showed that the score of students basic competence of reading comprehension in procedure text was only 21 students, 23.8% very good.

After calculating the result of the students, pretest the mean score and standard deviation were presented in the following table :

**The mean score and standard deviation of the students' pretest**

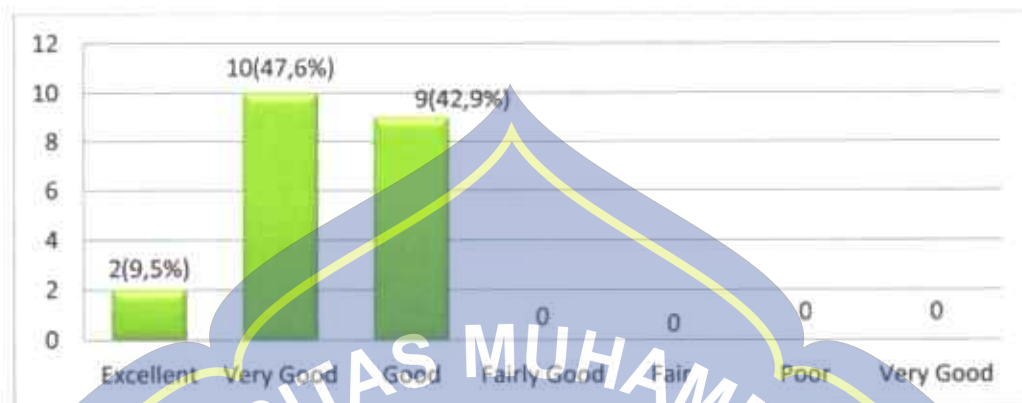


The table above presented that students' mean score of pretest was 76.19 who only categorized as fairly but it did not gain the completeness standard. Besides the standard deviation was 10.713 (The calculation of mean score and standard deviation could be seen in appendix).

## 2. The analysis of the score of Post-test

The post-test has been done to measure the students' reading achievement after the treatment. Firstly, the researcher tabulated the raw score and then, determined the quality of students' into rate percentage and score classification as follows :

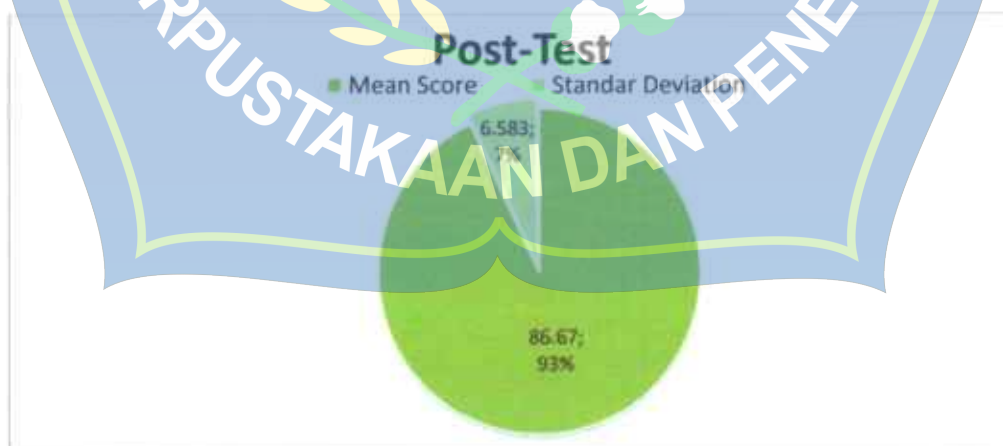
**The Classifications and Rate Percentage of Students Post-Test**



The table above showed that the score of students' after giving treatment were 21 students, Excellent 9.5%, Very good 47.6% and good 42.9%, which meant that most % of students were achieve the completeness standard score.

After calculating the result of students' post-test, the mean score and standard deviation were presented in the following table :

**The Mean Score and Standard Deviation Of The Students' Post-Test**



The table above presented that students' mean score of posttest was 86.67 who only categorized as fairly but it did not gain the completeness

standard. Besides the standard deviation was 6.583 (The calculation of mean score and standard deviation could be seen in appendix.)

### 3. Significant testing

Analyzing t-test is used to find out the significant difference of the students' pre-test and post-test. In order to know the level significance 5% (0.05), degree of freedom  $df = N - 1$  ( $df$  is  $N - 1 = 21 - 1 = 20$ ), it was found t-table value is 2.086 the result of the calculation as follows :

Distribution The Value Of T-Test And T-Table

### B. Discussion

In this section, the researcher indicates a discussion of data analysis in the research that has been indicated in the previous sub-chapter. In this case, the researcher shares a discussion about data analysis, which is intended to determine the effectiveness of using the illustrated version in narrative text stories, which can be identified through the results of the pre-test and posttest of the experimental class. Based on the analysis obtained from the post-test control students the average score was 76.19, while the average post-test score for the experimental class students was 86.67. And



the result of the t-test (5.966) is higher than the t-table (2.086). This indicates that after being given treatment using the illustrated version, the improvement in students' reading comprehension is better than before. This is related to Putra (2012) Illustration in a book aims to explain or decorate a story, writing, poetry, or other written information, with the help of visual the writing is easier to understand. As the researcher knows, when the researcher teaches the narrative text using the illustrated version of the Alice in Wonderland story, the students show their interest in learning. Explain or explain a good written text to be readings, stories, news, articles and others so that the meaning is easy to understand it's contents (Sumanto, 2006)

The teaching and learning process using the illustrated version in the narrative text is very effective, as explained by Anderson (1997) Narrative can be defined as textual content, telling a story and, thus, entertaining or informing the reader or listener. Meyers (2005) argues that narrative is one of the most effective approaches in talking to other Anderson where photo organizer techniques are used to train narrative text content in senior universities through Dwi Noviansari, need to inform about an event or target market, can be found interesting.

## **2. Significant difference before and after teaching narrative material using the illustrated version of Alice in Wonderland**

In this part, the result of findings would be explained clearly about students' ability in reading text by using Alice in Wonderland

Illustrated version. This refers to previous research that focused on the use of the illustrated version. The first previous study was written by Nurul (2007) it was found that there was a significant difference between those who taught using the illustrated and non-illustrated versions. This difference is also indicated by the mean developmental score. The class that uses the illustrated version as narrative reading material has a better average score increase compared to the class that does not use the illustrated version. This is indicated by the difference in the average value of the results of the pre-test and post-test of the two groups. The mean pre-test and post-test scores of the experimental group were 76.09 and 90.91, respectively. While the mean values of the pre-test and post-test of the control group were 76.51 and 84.91. From these scores it is known that the difference in scores in the group indicates an increase in reading ability. Thus, it can be ignored that learning to read the illustrated version of narrative contributes to students' reading ability.

The second thesis written by Itsra (2013) the average student learning activity using illustrated media is 80.57%, while the average activity in the control class is 71.48%. Based on these results, it can be concluded that the use of illustrated media has proven to be effective in increasing students' activities and learning outcomes in illustration material. After calculating the previous explanation, the known result is a significant difference in reading comprehension using the illustrated

version of the narrative text material or not. Therefore, based on hypothesis testing, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) was accepted. From the explanation above, it is in accordance with the results that in the teaching and learning process using the illustrated version is effective.

In findings, the data shows that the improvement of students reading comprehension is significant after analyzing the t-test and t-table value. It can be seen from the result that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the narrative material of Alice in Wonderland illustrated version can improve the students' comprehension of reading.

Based on the make the conclusion that before being given treatment, the students' interpretive comprehension was categorized as good in studying narrative material in the pre-test but after treatment, it was categorized as very good in studying narrative material using the illustrated version of Alice I Wonderland story in the post-test.

### **3. The advantages and disadvantages of using Alice in Wonderland Illustrated version as a medium in teaching narrative reading comprehension**

After finding a significant difference before and after teaching narrative text using the illustrated version, the researcher will discuss the advantages and disadvantages of using the illustrated version. Basically using the illustrated version in the teaching and learning



process is very effective for students but there are some shortcomings or obstacles faced by researchers when teaching, but apart from the obstacles faced by researchers, the use of the illustrated version for teaching materials in narrative text materials is highly recommended for teachers English at MTs Muhammadiyah Tallo, especially class VIII. The following are the advantages and disadvantages of teaching narrative text using the illustrated version :

a. Advantages

The advantages of using the illustrated version Yustina (2011) :

- 1) Concrete nature, more realistic pictures show the main problem than mere baldness,
- 2) Pictures are able to overcome the limitations of location & time, not all objects, objects or events can be brought to class, and children cannot always be brought to these objects or events.
- 3) Media images are able to overcome the limitations of our observations. For example, cells or cross sections of leaves that we cannot see with the naked eye will be presented clearly in the form of images,
- 4) Pictures can clarify a problem, in any field and for all age levels, so that it will prevent or correct misunderstandings,
- 5) Images are cheap and easy to obtain and can also be used without the need for special equipment.



A picture is worth a thousand words. Students can 'read' the illustrations and understand the story either alone or as adults reading the words aloud. The illustrations in picture story books are an integral part of the action story, a form of pictorial literature that complements, but is completely limited by, the narrative elements of the story's language. Illustrations are not meant to stand alone as a single work of art, but to contribute to the sequence and mood that propel the story forward and keep the reader on track. Involving the teacher in the process of selecting an illustrated version of Alice in Wonderland in teaching reading can be a very good consideration. As explained by the expert above, the researcher suggests several advantages when using the illustrated version as teaching material for narrative text:

- 1) Students can understand the whole story better than just using written text.
- 2) By using the illustrated version of Alice in Wonderland as a medium in teaching narrative reading comprehension, the teacher can motivate students to read because it will be more fun and interesting.
- 3) Make the teaching and learning process more clear and communicative.

Based on what was stated by the experts and researchers above, it could be concluded that the used of the illustrated version as

the basis for narrative material in the Alice in Wonderland story was effective and helps students to improve reading comprehension through this illustrated version. Therefore, the researcher strongly recommends that English teachers, especially class VIII MTs Muhammadiyah Tallo, in teaching narrative texts should be accompanied by an illustrated version to make it easier for students to be understood what the teachers' said.

b. Disadvantages

We all know that every technique has its limitation. It happens to this medium too. The use of Alice in Wonderland illustrated version also has its disadvantages that may give a problem to the teacher. This was related to Yustiana (2011) expert who stated the disadvantages of the illustrated version below :

- 1) The picture only emphasizes the perception of the eye senses.
- 2) Images of objects that are too complex are less effective for learning movement.
- 3) The size is very limited for large groups.

The researcher also expressed her opinion regarding the shortcomings of the illustration version. The disadvantages are described below:

- 1) Using Alice in Wonderland illustrated version as a medium in teaching narrative reading comprehension may not be economical because the books is quite expensive. The effective way is by giving the copy version for the students. With this the students still get clear prints and illustrations.

- 2) It may happen that the students did not understand about the whole story; they just pay attention with the illustration of the story.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

1. After conducting the Experimental Research about Improving the Students' Reading Comprehension News Item in MTs Muhammadiyah Tallo and based on research findings in the previous chapter, the researcher concluded that teaching material about the use of Alice in wonderland illustrated version is effective to improve the students' literal reading comprehension in details or specific information, it was proved by the mean score of students' achievement before and after giving treatment is 76.19 become 86.67.
2. There was significant difference of students' reading comprehension before and after taught the use of Alice in wonderland illustrated version. It could be proven by the value of t-test ( 5.966 ) was higher than t-table value (2.086). The result of the data analysis through the reading test also showed that the mean score of pre-test was 76.19 and post-test was 86.67, while the standard deviation of pre-test was 10.713 and post-test was 6.583.
3. The significant difference of t-test and t-table through the result of pretest and post-test, the result of t-test value of the level of the significant  $5\% = 0.05$ , degree of the freedom (df) = 20 indicated that t-table value was 2.086 and t-test value was 5.966. Therefore, it can be concluded that statistically hypothesis of H1 was accepted and the



statistically hypothesis of H0 was rejected. It means that the material of the use of Alice in wonderland illustrated version in teaching can improve the students' comprehension of reading.

#### B. Suggestion

There are several suggestion that will be submitted by the researcher, based on the results of data analysis and conclusions above, the researchers suggest:

1. It is recommended for the English teacher to use the story of Alice in Wonderland or it can also use an example of another narrative text story with an illustrated version for material in class in teaching reading comprehension.
2. It is recommended to the English teacher at MTs Muhammadiyah Tallo, especially grade 8, that the literal and interpretative level teaching of reading comprehension continues to be applied to students.
3. Students should continue to read with a variety of reading materials in order to better understand and be able to examine the contents of the reading.
4. It is necessary to do further research and dig deeper into the use of the story of Alice in wonderland by using the illustrated version.

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